

## Greenville Senior High

900 Woodside Avenue  
Greenville, SC 29611

**Grades** 9-12 High School

**Enrollment** 1,285 Students

**Principal** JF Dalton Lucas, Jr. 864-241-3220

**Superintendent** Dr. Phinnize J. Fisher 864-355-8860

**Board Chair** Charles J. Saylor 864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

5

20

7

2

0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Excellent	No
2004	Good	Unsatisfactory	No
2005	Excellent	Average	No
2006	Good	Unsatisfactory	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	72.1	72.7	66.1	77.9	75.1	75.9
Passed 1 subtest	13.0	12.6	14.2	11.6	13.1	11.3
Passed no subtests	14.9	14.7	19.7	10.5	11.7	12.8

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	88.2%	91.7%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	36.1	15.6
Seniors who met the SAT/ACT requirement	36.1	17.1
Seniors who met the grade point average	62.7	54.3

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	316	277
Number of Diplomas	225	203
Rate	71.2%	74.9%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	71.1	80.1
English 1	68.9	69.0
Biology 1/Applied Biology 2	54.7	64.7
Physical Science	68.7	50.8
All Subjects	65.5	66.0

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	306	88.2	252	36.1	225	71.2	No
<b>Gender</b>							
Male	146	81.5	117	32.5	149	67.1	N/A
Female	160	94.4	135	39.3	166	75.3	N/A
<b>Racial/Ethnic Group</b>							
White	180	96.7	159	55.3	182	86.8	N/A
African American	117	75.2	88	2.3	126	49.2	N/A
Asian/Pacific Islander	1	100.0	1	100.0	1	100.0	N/A
Hispanic	7	85.7	3	0.0	5	60.0	N/A
American Indian/Alaskan	N/A	N/A	1	0.0	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	267	95.5	232	39.2	275	76.7	N/A
Disabilities other than speech	39	38.5	20	0.0	41	34.1	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	306	88.2	252	36.1	316	71.2	N/A
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	0	0.0	2	100.0	N/A
Non-Limited English Proficient	304	88.2	252	36.1	314	71.0	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	72	76.4	81	45.7	81	45.7	N/A
Full-pay meals	234	91.9	187	48.1	235	80.0	N/A

n = number of students on which percentage is calculated

**Abbreviations for Missing Data**

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**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	292	99.3	18.6	22.8	27.4	31.2	62.7	Yes	Yes
<b>Gender</b>									
Male	144	98.6	21.6	24.8	24.8	28.8	60.0	N/A	N/A
Female	148	100.0	15.9	21.0	29.7	33.3	65.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	158	99.4	6.0	13.4	30.2	50.3	83.2	Yes	Yes
African American	111	99.1	35.1	33.0	24.5	7.4	37.2	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	36.8	42.1	21.1	N/A	31.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	244	99.2	9.5	23.1	32.1	35.3	71.9	N/A	N/A
Disabled	48	100.0	66.7	21.4	2.4	9.5	14.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	292	99.3	18.6	22.8	27.4	31.2	62.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	14	100.0	50.0	50.0	N/A	N/A	0.0	I/S	I/S
Non-Limited English Proficient	278	99.3	17.4	21.7	28.5	32.4	65.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	135	100.0	36.8	34.2	23.1	6.0	35.9	No	Yes
Full-pay meals	157	98.7	4.1	13.7	30.8	51.4	84.2	N/A	N/A
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	289	98.6	27.9	21.8	26.0	24.4	58.0	Yes	Yes
<b>Gender</b>									
Male	142	97.9	28.0	20.0	28.0	24.0	58.4	N/A	N/A
Female	147	99.3	27.7	23.4	24.1	24.8	57.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	157	98.7	8.8	18.9	32.4	39.9	81.1	Yes	Yes
African American	111	98.2	54.3	24.5	16.0	5.3	28.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	47.4	31.6	21.1	N/A	21.1	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	241	98.8	18.6	23.6	30.9	26.8	66.8	N/A	N/A
Disabled	48	97.9	76.2	11.9	N/A	11.9	11.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	289	98.6	27.9	21.8	26.0	24.4	58.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	50.0	30.0	20.0	N/A	20.0	I/S	I/S
Non-Limited English Proficient	277	98.6	27.0	21.4	26.2	25.4	59.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	135	98.5	50.0	25.9	19.0	5.2	30.2	No	Yes
Full-pay meals	154	98.7	10.3	18.5	31.5	39.7	80.1	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 1,285)</b>				
Retention rate	9.1%	Down from 10.1%	5.2%	7.0%
Attendance rate	93.1%	Down from 95.3%	95.3%	95.5%
Eligible for gifted and talented	19.1%	Up from 0.0%	11.2%	7.9%
With disabilities other than speech	16.0%	Up from 15.1%	12.3%	12.3%
Older than usual for grade	11.1%	Down from 11.8%	7.4%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	No change	1.2%	1.2%
Enrolled in AP/IB programs	38.9%	Down from 43.4%	13.7%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	36.1%		14.0%	10.2%
Annual dropout rate	4.9%	Up from 1.3%	2.6%	2.8%
Career/technology students in co-curricular organizations	0.0%	No change	0.8%	3.5%
Enrollment in career/technology center courses	475	Up from 469	475	448
Students participating in worked-based experiences	2.0%	Down from 2.4%	20.0%	24.2%
Career/technology students mastering core competencies	86.3%	Up from 81.9%	81.4%	80.0%
Career/technology completers placed	N/A	N/A	100.0%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 77)**

Teachers with advanced degrees	58.4%	Down from 59.0%	59.2%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.1%	N/A	6.9%	9.6%
Teachers with emergency or provisional certificates	10.4%	Up from 9.4%	6.3%	9.9%
Teachers returning from previous year	83.6%	Down from 85.0%	87.5%	86.3%
Teacher attendance rate	96.7%	Up from 96.4%	95.8%	95.3%
Average teacher salary	\$43,047	Up 0.4%	\$43,215	\$42,943
Prof. development days/teacher	14.7 days	Up from 13.2 days	10.4 days	11.2 days

**School**

Principal's years at school	1.0	Up from 0.5	4.0	3.0
Student-teacher ratio in core subjects	27.6 to 1	Up from 26.9 to 1	27.6 to 1	25.7 to 1
Prime instructional time	88.0%	Down from 89.3%	90.0%	89.3%
Dollars spent per pupil*	\$5,524	Up 11.3%	\$6,789	\$6,792
Percent of expenditures for teacher salaries*	56.2%	Down from 59.8%	55.0%	55.3%
Percent of expenditures for instruction*	61.1%		60.0%	61.1%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	Up from 94.9%	90.3%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	No

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

With an overall improvement rating of Excellent, a Palmetto Gold Award, a Duke Foundation Grant, and two Advance S.C. grants, Greenville Senior High School, now in its eighth year as an academic magnet, continues to advance the achievement of students in all instructional programs and encourage personal growth.

Our Freshman Academy serves the needs of our most vulnerable students. We hired an additional guidance counselor to work with ninth-graders, focusing on academic success through careful planning and career awareness. We revised our school-wide student advisement program, developing individual student graduation plans and implementing online registration.

Two new programs offer alternative pathways of academic success to our students: Project Lead the Way, a pre-engineering course of study, and Oracle Academy, an infotechnology program. We combine diagnostic testing of Algebra 1 and Math Tech 2 students using Measures of Academic Progress with Cognitive Tutor, software designed to promote critical thinking and problem solving skills by those students.

We distributed over 600 Renaissance cards to students in recognition of academic achievement, and we implemented NovaNet, an online credit recovery program. SAT scores increased 23 points, and we implemented a summer SAT program for further improvement. We developed a state-of-the-art Foreign Language Lab, created a Robotics Team that entered regional and national competition and developed a student exchange program with Colonel By Secondary School in Canada. We won the Boys' Varsity Basketball and Lacrosse State Championships (2006), and rank first nationally in Varsity Boys' Soccer. Our students raised over \$125,000 for local charities during Spirit Week, and our PTSA received a Gold Volunteer Award for outstanding contributions to public education.

Although Greenville High School is successful in many areas of student achievement, we face the challenge of meeting the needs of a diverse student population. 35.9% of the seniors in the Class of 2005 were eligible for LIFE scholarships; fewer than 3% of those seniors were African-American students. We met AYP for English Language Arts in all subgroups, yet failed to meet AYP in math. The number of minority students enrolled in Honors and/or AP classes continues to be less than 5%.

This year, we will increase the number of opportunities for tutoring and skills enhancement through one-on-one tutoring, peer tutoring, PTSA adult mentoring, and NovaNet. We will continue to refine and assess the overall effectiveness of the Freshman Academy. We plan to revamp our In-School Suspension program. We will provide additional counseling and advisement opportunities for all students by focusing on academic planning through Individual Graduation Plans (IGPs) and career awareness. We will continue to challenge ourselves to accelerate student performance and raise the expectations for rigor and success in all academic areas.

JF Lucas, Jr., Principal  
Bernard Zaidman, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	72	215	12
<b>Percent satisfied with learning environment</b>	71.8%	66.8%	83.3%
<b>Percent satisfied with social and physical environment</b>	59.2%	63.0%	58.3%
<b>Percent satisfied with school-home relations</b>	83.1%	84.0%	83.3%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.